



THE HISTORY CHANNEL® PRESENTS:
The Revolution: Boston, Bloody Boston
Part 1 of a 13 part original series

The American Revolution laid the foundation for the success of the United States, yet the viability of the nation was not always imminent and the quest for liberty was no simple endeavor. As the Colonists found themselves becoming increasingly independent, the fiercest and most powerful army in the world stood between them and a free, independent, sovereign America. Small skirmishes between colonists and representatives of the British throne escalated in 1775. In order to pacify what he viewed as a small rebellion, the King sent a contingent of Red Coats from the seemingly omnipotent British Army across the Atlantic Ocean. However, as the days and months progressed, the Red Coats, their military leaders and King George III himself eventually realized the ferocity, courage and collective will of the colonists they faced. A Revolution was underway.

The Revolution: Boston, Bloody Boston dramatizes the controversies and conflicts - the Stamp Act riots, the Boston Massacre, the Boston Tea Party, and Lexington & Concord –which perpetuated desires for American liberty. As the story of the Continental Congress plays out, the audience is introduced to some of the major political players involved in the rebellion, including Samuel Adams, John Adams, Benjamin Franklin, Patrick Henry, Thomas Hutchinson, as well as England's King George III and British General Thomas Gage. *Boston, Bloody Boston* chronicles the early stages of what eventually became fierce fight for independence. The History Channel proudly portrays a story of courage, willpower, and fortitude as the foundation of America is finally and officially laid. Educators will find that this series lends a powerful visual storytelling element to their lesson plans on a range of topics related to the history of the American Revolution and those who waged it.

Curriculum Links

The Revolution: Boston, Bloody Boston would be useful for high school and middle school classes on United States History, Military History, European History, and Colonial

History. Teachers may want to use clips from this series to animate their lesson plans and course units, or chose individual episodes from this series to highlight a particular chapter in the Revolutionary era. This documentary fulfills several National Standards guidelines as outlined by the National Council for History Education including: (1) Values, Beliefs, Political Ideas and Institutions, (2) Conflict and Cooperation, (3) Patterns of Social and Political Interaction and (4) Comparative History of Major Developments.

Vocabulary

Using the dictionary at www.merriamwebster.com, an internet resource such as www.history.com, or an encyclopedia, students should define or explain the significance of the following terms:

Allocate
Ardent
Chagrin

Colonel
Expeditious
Fastidious

Musket
Overarching
Quandary

Trident
Truncate
Visceral

Patriotic Facts

DID YOU KNOW that Patriot-spy Nathan Hale, as he was about to be hanged by the British, said: "I regret that I have but one life to lose for my country."

WERE YOU AWARE that Governor John Trumbull of Connecticut was the only Colonial Governor to support America's independence from Great Britain?

IT IS TRUE that after John Hancock signed the Declaration of Independence he said, "There! I guess King George will be able to read that."

IT IS FALSE that Paul Reverse shouted, "The British are coming, The British are coming." He actually said, "The Regulars are coming out, The Regulars are coming out!" because he always referred to British soldiers as Regulars.

Comprehension Questions

1. What was the Stamp Act of 1765? What did the tax mean for the colonies? What did the tax represent to the colonists?
2. What started the American Revolution? Is any one incident or any one person responsible for stirring the cause for war?
3. Who was Patrick Henry? What was his most famous quote that is still widely recited today?
4. What was Benjamin Franklin's diplomatic role in the years leading up to the Revolutionary War? Was Franklin effective? Was he fully supportive of the colonial cause or was he overly receptive to King George III's thoughts and orders?
5. What was the Continental Congress? What was its role in governing the colonies? Did it help unite the colonies or only perpetuate strife between the colonial states?
6. At the end of this documentary, would you predict that the Patriots would be victorious in the quest for independence? Why or why not?

Word Search

Either on your own or with a partner, look the words below and then locate them inside the word search. Only one word is backwards. Good luck!

Autonomy
Boston
Colonel
Colonial

Concord
Lexington
Militia
Musket

Propaganda
Representation
Revolution
Taxation

R I W H C P E P E O I T J N E
O I P G E E E P S O E N O I W
H S H P C A M F R R H T E T Z
D M A C O N C O R D G N N T I
D U N W O A U T O N O M Y A Q
Z S A C O L O N I A L I P D L
R K X E F L O X C T M L R A Q
R E P R E S E N T A T I O N R
Z T E E R L N I E J A T P R Q
R Z O I R D E C P L X I A O N
N O I T U L O V E R A A G R L
A C N A F G O F T Z T W A E E
Q R T E J I P K B Y I P N Q N
U R A K R H B O S T O N D L A
F M M D J Z C Q A F N G A Z Y

Resources for Additional Information and Research

General Resources

The Complete History of the American Revolution and the Revolutionary War
www.americanrevolution.com/Links.htm

Emory University's website with primary sources including documents, paintings and speeches regarding the American Revolution
<http://www.law.emory.edu/FEDERAL/conpict.html#const>

Maps from the Revolutionary War era
<http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>

Military Resources on the American Revolution including digitized photographs of original paintings and drawings of battles
<http://www.archives.gov/research/american-revolution/pictures/index.html>

Online Resources for *Boston, Bloody Boston*

Biography on the Sons of Liberty posted by the Independence Hall Association in Philadelphia
<http://www.ushistory.org/declaration/related/sons.htm>

Brief history of the Tory Party in England, the party loyal to King George III in the American Revolution

<http://www.conservatives.com/tile.do?def=party.history.page>

A detailed and interesting timeline about the “Prelude to Revolution”

<http://www.historyplace.com/unitedstates/revolution/rev-prel.htm>

Encyclopedia biography of King George III and his opinions of the American colonies

<http://www.britannia.com/history/monarchs/mon55.html>

Patrick Henry’s biography as well as re-read recordings of his famous speeches presented by Colonial Williamsburg®

<http://www.history.org/Almanack/people/bios/biohen.cfm>

A scanned copy of the original Stamp Act of 1765 written by British Parliament

http://www.nationalarchives.gov.uk/pathways/citizenship/rise_parliament/docs/stamp_act.htm

A transcript of the letter written to King George III from the Colonists after the Battle of Lexington and Concord

<http://www.historyhome.co.uk/c-eight/america/lex1.htm>

Book Resources for *Boston, Bloody Boston*

Alden, John Richard. *General Gage in America: Being Principally a History his Role in the American Revolution*. Glenwood Press, 1969.

Bailyn, Bernard. *The Ordeal of Thomas Hutchinson*. Belknap Press, 2005.

Colley, Linda. *In Defiance of Oligarchy: The Tory Party 1714 – 60*. Cambridge University Press, 1985.

Mayer, Henry. *A Son of Thunder: Patrick Henry and the American Republic*. Grove Press, 2001.

Morgan, Edmund S. Morgan, Helen M. *The Stamp Act Crisis: Prologue to Revolution*. University of North Carolina Press, 1995.